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ABSTRACT

This manual lists statewide standards for the appliance servicing program in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (NLA)

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APPLIANCE SERVICING PROGRAM STANDARDS

Developed and Produced
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Georgia Board of
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APPLIANCE SERVICING PROGRAM STANDARDS

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ACKNOWLEDGEMENTS

The development of Appliance Servicing program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Patt Stonehouse, acting Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

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Judy Hulsey
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Dorothy Pelote
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Louis Rice
Atlanta

Walter Sessoms, Chairman
Atlanta

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Atlanta

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Chester A. Austin
Chairman, Georgia Board of Technical and Adult Education

Ken Breeden
Commissioner, Georgia Department of Technical and Adult Education

APPLIANCE SERVICING PROGRAM STANDARDS

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets each set being divided by a dash.

Example: 03-04-05...
03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).
04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

APPLIANCE SERVICING

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Appliance Servicing program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Appliance Servicing program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Appliance Servicing program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Appliance Servicing program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Appliance Servicing program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Appliance Servicing program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The philosophy of the Appliance Servicing program reflects a desire to achieve educational excellance.

The philosophy of the Appliance Servicing program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Appliance Servicing program reflects a commitment to meet the needs of business and industry.

APPLIANCE SERVICING

The philosophy of the Appliance Servicing program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Appliance Servicing program is approved by the administration of the institution.

APPLIANCE SERVICING

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Appliance Servicing program are expressed in the following statements.

Appliance Servicing is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Appliance Servicing program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Appliance Servicing program is founded on the value attributed to individual students, the appliance servicing profession, and technical education.

The Appliance Servicing program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well grounded in the fundamentals of appliance servicing concepts and application and are prepared for employment and subsequent upward mobility.

The Appliance Servicing program provides the student with necessary knowledge and skills to adapt to a variety of positions in the rapidly changing appliance servicing field. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Appliance Servicing program must promote the concept of change as the technology evolves. The need for nurturing the spirit of involvement and life-long learning is paramount in the appliance servicing field.

APPLIANCE SERVICING

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Appliance Servicing program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Appliance Servicing program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Appliance Servicing program is to meet community and employment market needs for education in appliance servicing.

Evaluative Criteria

The Appliance Servicing program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Appliance Servicing program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Appliance Servicing program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Appliance Servicing program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Appliance Servicing program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Appliance Servicing program is approved by the administration of the institution.

APPLIANCE SERVICING

PURPOSE

The purpose of the Appliance Servicing program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of appliance servicing.

The Appliance Servicing program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Appliance Servicing program is intended to produce graduates who are prepared for employment as appliance service technicians. Program graduates are to be competent in the general areas of communications, math, and interpersonal relations.

Graduates are to be competent in the technical areas of refrigeration, electrical, and appliance controls fundamentals; electric motors; laundry appliances; kitchen appliances; refrigeration appliances; and microwave ovens.

APPLIANCE SERVICING

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Appliance Servicing program.

Explanatory Comment

A statewide goals statement is developed and provided for the Appliance Servicing program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Appliance Servicing program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Appliance Servicing program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Appliance Servicing program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Appliance Servicing program are in accordance with the philosophy and purpose of the program.

The goals of the Appliance Servicing program reflect a desire to provide exemplary occupational/technical education.

The goals of the Appliance Servicing program reflect a commitment to assisting students to achieve successful employment in the appliance servicing field.

The goals of the Appliance Servicing program are the basis for the development of program objectives.

The goals of the Appliance Servicing program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

APPLIANCE SERVICING

The goals statement of the Appliance Servicing program is approved by the administration of the institution.

APPLIANCE SERVICING

GOALS
(Process)

The goals of the Appliance Servicing program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality appliance servicing education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent practitioners in the appliance servicing field.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Appliance Servicing program graduates.

APPLIANCE SERVICING

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Appliance Servicing program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Appliance Servicing program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Appliance Servicing program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Appliance Servicing program objectives statement is developed by the program faculty, administration, and the program advisory committee.

An essential objective of the Appliance Servicing program is to prepare students for successful employment in the appliance servicing field.

The objectives of the Appliance Servicing program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Appliance Servicing program is student achievement of identified exit point competencies.

The objectives of the Appliance Servicing program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The objectives statement of the Appliance Servicing program is approved by the administration of the institution.

APPLIANCE SERVICING

OBJECTIVES
(Process)

The objectives of the Appliance Servicing program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

APPLIANCE SERVICING

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Appliance Servicing program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Appliance Servicing program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Appliance Servicing program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Appliance Servicing program.

Appliance Servicing program philosophy, purpose, goals, and objectives statements are used by student personnel services to aid in recruiting and placing students.

APPLIANCE SERVICING

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Appliance Servicing program are evaluated.

Explanatory Comment

The evaluation of the Appliance Servicing program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Appliance Servicing program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Appliance Servicing program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Appliance Servicing program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Appliance Servicing program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Appliance Servicing program results in revision, as needed.

APPLIANCE SERVICING

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Appliance Servicing program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Evaluative Criteria

The requirements for admission to the Appliance Servicing program are:
a) attainment of 16 or more years of age;
b) achievement of the 8th grade level in reading, English, and math as shown on a statistically validated test; and
c) completion of application and related procedures.

Admission of transfer students to the Appliance Servicing program is contingent upon their meeting the following requirements:
a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

APPLIANCE SERVICING

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Appliance Servicing program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Evaluative Criteria

Provisional admission to the Appliance Servicing program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Appliance Servicing program are:

a) attainment of 16 or more years of age;
b) achievement of the 7th grade level in reading, English, and math as shown on a statistically validated test; or recommendation by program faculty and designated admissions personnel on the basis of interview and assessment of student potential; and
c) completion of application and related procedures.

All Appliance Servicing program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

APPLIANCE SERVICING

ADMISSIONS
(Recruitment)

Standard Statement

The Appliance Servicing program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Appliance Servicing program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Appliance Servicing program and institution enrollments.

The recruitment effort of the Appliance Servicing program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Appliance Servicing program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Appliance Servicing program, and the potential benefits of program completion.

A written description of the admission requirements and procedures, tuition fees, and other costs of the Appliance Servicing program is made available to potential students.

APPLIANCE SERVICING

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Appliance Servicing program is conducted.

Explanatory Comment

The admission requirements of the Appliance Servicing program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Appliance Servicing program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Appliance Servicing program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Appliance Servicing program admission changes to the Georgia Board of Technical and Adult Education, as needed.

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Appliance Servicing program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/ technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/ technical and elective courses.

Evaluative Criteria

The Appliance Servicing program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Appliance Servicing program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Appliance Servicing program requires student completion of specific occupational/ technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Appliance Servicing program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

Standard Number:
45-03-02

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Appliance Servicing program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma/degree program is the basis for consistent program identification.

Evaluative Criteria

The Appliance Servicing program is assigned a (PGM) CIP code of (PGM) 47.0106 and is consistent with all other programs throughout the state which have the same CIP code.

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The Appliance Servicing program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Evaluative Criteria

The Appliance Servicing program is assigned a CIP code of (PGM) 47.0106 and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) Program Title

Appliance Servicing

b) Program Description

The Appliance Servicing program prepares students for employment in a variety of positions in the appliance servicing industry. The Appliance Servicing program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. Additionally, the program provides opportunities to upgrade present knowledge and skills or to retrain in the area of appliance servicing. Graduates of the program receive an Appliance Servicing diploma and are qualified as appliance service technicians.

APPLIANCE SERVICING

c) Essential Courses — Credits

1) Essential General Core Courses — 16

CNS	101	Consumer Education	3
ENG	100	English	5
MAT	101	General Mathematics	5
PSY	100	Interpersonal Relations and Professional Development	3

2) Essential Fundamental Occupational Courses — 20

ACT	100	Refrigeration Fundamentals	4
ACT	103	Electrical Fundamentals	8
ACT	104	Electric Motors	3
APS	100	Appliance Controls Fundamentals	3
ELT	101	Safety	2

3) Essential Specific Occupational Courses — 35

APS	101	Laundry Appliances I	4
APS	102	Laundry Appliances II	3
APS	103	Kitchen Appliances I	4
APS	104	Kitchen Appliances II	3
APS	105	Refrigeration Appliances I	4
APS	106	Refrigeration Appliances II	3
APS	107	Microwave Ovens	4
APS	108	Household Appliance Servicing Occupation-Based Instruction	5
XXX	XXX	Occupational or Occupationally Related Elective Courses	5

d) Program Final Exit Point

Appliance service technician

APPLIANCE SERVICING

e) Credits Required for Graduation

71 minimum quarter hour credits required for graduation

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Appliance Servicing program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

Evaluative Criteria

The faculty of the Appliance Servicing program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Appliance Servicing program exit point, documented by a diploma, is an appliance service technician.

Appliance Servicing program potential exit points include, but are not limited to, an appliance assembler, appliance installer, appliance repairer, and appliance tester.

The institution documents completion of Appliance Servicing exit points with a transcript.

Graduation from the Appliance Servicing program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Appliance Servicing program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Appliance Servicing program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Appliance Servicing program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Appliance Servicing program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Appliance Servicing program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Appliance Servicing course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designated course titles and course identification codes of the Appliance Servicing program.

ACT	100	Refrigeration Fundamentals
ACT	103	Electrical Fundamentals
ACT	104	Electric Motors
APS	100	Appliance Controls Fundamentals
APS	101	Laundry Appliances I
APS	102	Laundry Appliances II
APS	103	Kitchen Appliances I
APS	104	Kitchen Appliances II
APS	105	Refrigeration Appliances I
APS	106	Refrigeration Appliances II
APS	107	Microwave Ovens
APS	108	Household Appliance Servicing Occupation-Based Instruction
CNS	101	Consumer Education
ELT	101	Safety
ENG	100	English
MAT	100	Basic Mathematics
PSY	100	Interpersonal Relations and Professional Development

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (l) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

APPLIANCE SERVICING

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

APPLIANCE SERVICING

Courses in the Appliance Servicing program include:

ACT 100 - REFRIGERATION FUNDAMENTALS

Introduces basic concepts and theories of refrigeration. Topics include: the laws of thermodynamics, pressure and temperature relationships, heat transfer, the refrigeration cycle, and safety.

Competency Areas	Hours
- Laws of Thermodynamics	Class/Week - 3
- Pressure and Temperature Relationships	D.Lab/Week - 2
- Heat Transfer	Credit - 4
- Refrigeration Cycle	
- Safety	

Prerequisite: Provisional admission

ACT 103 - ELECTRICAL FUNDAMENTALS

Introduction to fundamental electrical concepts and theories as applied to the air conditioning technology industry. Topics include: AC and DC theory, electric meters, electric diagrams, distribution systems, electrical panels, voltage circuits, code requirements, and safety.

Competency Areas	Hours
- AC and DC Theory	Class/Week - 7
- Electric Meters	D.Lab/Week - 3
- Electric Diagrams	Credit - 8
- Distribution Systems	
- Electrical Panels	
- Voltage Circuits	
- Code Requirements	
- Safety	

Prerequisite: Provisional admission

APPLIANCE SERVICING

ACT 104 - ELECTRIC MOTORS

Continues the development of skills and knowledge necessary for application and service of electric motors commonly used by the refrigeration and air conditioning industry. Topics include: diagnostic techniques, capacitors, installation procedures, types of electric motors, electric motor service, and safety.

Competency Areas	Hours
- Diagnostic Techniques - Capacitors - Installation Procedures - Types of Electric Motors - Electric Motor Service - Safety	Class/Week - 2 D.Lab/Week - 3 Credit - 3

Prerequisite/Corequisite: ACT 103

APS 100 - APPLIANCE CONTROLS FUNDAMENTALS

Introduces the fundamental theory and operational characteristics of appliance operational control systems. Emphasis is placed on control of temperature, time, speed, pressure, volume, and safety. Topics include: mechanical controls, electrical controls, electronic controls, gas controls, coupling components, safety monitoring circuits, and principles of servicing.

Competency Areas	Hours
- Mechanical Controls - Electrical Controls - Electronic Controls - Gas Control - Coupling Components - Safety Monitoring Circuits - Principles of Servicing	Class/Week - 2 D.Lab/Week - 3 Credit - 3

Prerequisite/Corequisite: ACT 103

APPLIANCE SERVICING

APS 101 - LAUNDRY APPLIANCES I

Provides knowledge and skills in diagnosis and repair of major household laundry appliances. Emphasis is placed on servicing gas dryers and electric dryers. Topics include: component application and identification, diagnosis and repair of malfunctioning electrical and mechanical components, wiring diagram interpretation, and dryer installation.

Competency Areas	Hours
- Component Application and Identification	Class/Week - 2
- Diagnosis and Repair of Malfunctioning Electrical and Mechanical Components	D.Lab/Week - 3 P.Lab/Week - 3
- Wiring Diagram Interpretation	Credit - 4
- Dryer Installation	

Prerequisite/Corequisite: ACT 103

APS 102 - LAUNDRY APPLIANCES II

Continues the development of knowledge and skills in diagnosis and repair of major household laundry appliances. Emphasis is placed on servicing washers. Topics include: component application and identification, diagnosis and repair of malfunctioning electrical and mechanical components, wiring diagram interpretation, and washer installation.

Competency Areas	Hours
- Component Application and Identification	Class/Week - 1
- Diagnosis and Repair of Malfunctioning Electrical and Mechanical Components	D.Lab/Week - 2 P.Lab/Week - 4
- Wiring Diagram Interpretation	Credit - 3
- Washer Installation	

Prerequisite: APS 101

APPLIANCE SERVICING

APS 103 - KITCHEN APPLIANCES I

Introduces the servicing of major kitchen appliances with emphasis on electric and gas ovens and ranges. Topics include: electrical and mechanical control component identification, wiring diagram interpretation, component and control diagnosis, repair and replacement procedures, and oven and range installation.

Competency Areas	Hours
- Electrical and Mechanical Control Component Identification	Class/Week - 2
- Wiring Diagram Interpretation	D.Lab/Week - 3
- Component and Control Diagnosis	P.Lab/Week - 3
- Repair and Replacement Procedures	Credit - 4
- Oven and Range Installation	

Prerequisite/Corequisite: ACT 103

APS 104 - KITCHEN APPLIANCES II

Continues the servicing of major kitchen appliances with emphasis on dishwashers, compactors, and garbage disposals. Topics include: electrical and mechanical control component identification; wiring diagram interpretation; component and control diagnosis; repair and replacement procedures; and dishwasher, compactor, and garbage disposal installation.

Competency Areas	Hours
- Electrical and Mechanical Control Component Identification	Class/Week - 1
- Wiring Diagram Interpretation	D.Lab/Week - 2
- Component and Control Diagnosis	P.Lab/Week - 4
- Repair and Replacement Procedures	Credit - 3
- Dishwasher, Compactor, and Garbage Disposal Installation	

Prerequisites: APS 103

APPLIANCE SERVICING

APS 105 - REFRIGERATION APPLIANCES I

Provides instruction on the operation, service, and installation of refrigeration appliances. Emphasis is placed on household refrigerators and icemakers. Topics include: identification of sealed-system components, wiring diagram interpretation, sealed-system component service, icemaker service, cabinet component service, and icemaker and refrigerator installation.

Competency Areas	Hours
- Identification of Sealed-System Components	Class/Week - 2
- Wiring Diagram Interpretation	D.Lab/Week - 3
- Sealed-System Component Service	P.Lab/Week - 3
- Icemaker Service	Credit - 4
- Cabinet Component Service	
- Icemaker and Refrigerator Installation	

Prerequisite: ACT 104

APS 106 - REFRIGERATION APPLIANCES II

Continues instruction on the operation, service, and installation of refrigeration appliances. Emphasis is placed on household refrigerators and icemakers. Topics include: identification of sealed-system components, wiring diagram interpretation, sealed-system component service, icemaker service, cabinet component service, and window air conditioner and dehumidifier installation.

Competency Areas	Hours
- Identification of Sealed-System Components	Class/Week - 1
- Wiring Diagram Interpretation	D.Lab/Week - 2
- Sealed-System Component Service	P.Lab/Week - 4
- Icemaker Service	Credit - 3
- Cabinet Component Service	
- Window Air Conditioner and Dehumidifier Instaliation	

Prerequisites: APS 105

APPLIANCE SERVICING

APS 107 - MICROWAVE OVENS

Introduces the use of tools, materials, and service procedures to restore electronic circuits of microwave ovens to safe, full-range operation. Emphasis is placed on the fundamental theory and practical application of electronic components to appliance circuits. Topics include: microwave theory, circuit symbols and schematics, radiation leakage measurement, safety interlocks, electrical and electronic components, and service practices.

Competency Areas	Hours
- Microwave Theory	Class/Week - 2
- Circuit Symbols and Schematics	D.Lab/Week - 3
- Radiation Leakage Measurement	P.Lab/Week - 3
- Safety Interlocks	Credit - 4
- Electrical and Electronic Components	
- Service Practices	

Prerequisites: ACT 103, ACT 104, and program admission

APS 108 - HOUSEHOLD APPLIANCE SERVICING OCCUPATION-BASED INSTRUCTION

Introduces student to household appliance service requirements in an actual job placement or practicum experience. Students undertake job responsibilities through realistic work situations and complete the tasks necessary to conduct appliance service operations. Topics include: customer relations, service call records maintenance, service call requirement estimation, service call planning, safety, and equipment and supplies management.

Competency Areas	Hours
- Customer Relations	Class/Week - 3
- Service Call Records Maintenance	O.B.I./Week - 8
- Service Call Requirement Estimation	Credit - 5
- Service Call Planning	
- Safety	
- Equipment and Supplies Management	

Prerequisite: APS 107

APPLIANCE SERVICING

CNS 101 - CONSUMER EDUCATION

Provides basic financial skills for success in the complex and highly technological contemporary economic environment. Topics include: personal finance, quality product standards, taxes, insurance, employment benefits, and saving and investments.

Competency Areas	Hours
- Personal Finance	Class/Week - 3
- Quality Product Standards	Lab/Week - 0
- Taxes	Credit - 3
- Insurance	
- Employment Benefits	
- Savings and Investments	

Prerequisites: Program admission

ELT 101 - SAFETY

Introduces hazards related to the use of electricity, how electrical shock or electrocution occurs, and methods of prevention and treatment. Emphasis is placed on proper use of hand tools, power tools, and equipment to avoid electrical shock and procedures for first aid and CPR. Topics include: hazards of electricity, safety tools and equipment, first aid and cardiopulmonary resuscitation methods.

Competency Areas	Hours
- Hazards of Electricity	Class/Week - 2
- Safety Tools and Equipment	P.Lab/Week - 1
- First Aid and Cardiopulmonary Resuscitation	Credit - 2

Prerequisite: Provisional admission

APPLIANCE SERVICING

ENG 100 - ENGLISH

Emphasizes the development and improvement of written and oral communications abilities. Topics include: basic grammar; language usage; vocabulary; idea development; spelling; outlining; sentence elements; sentence development; paragraph development; revision; listening skills; reading skills; and locating, using, and organizing information. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Basic Oral Communications	Class/Week - 5
- Listening Skills	Lab/Week - 0
- Basic Grammar and Sentence Skills	Credit - 5
- Paragraph Development	
- Reading Skills	

Prerequisite: Program admission level English and reading competency

MAT 101 - GENERAL MATHEMATICS

Emphasizes mathematical skills that can be applied to the solution of occupational/technical problems. Topics include: properties of numbers, fractions, decimals, percents, ratio/proportion, measurements and conversions, exponents, and geometric and technical formulas. Class includes lectures, applications, and homework to reinforce learning.

Competency Areas	Hours
- Properties of Numbers	Class/Week - 5
- Fractions	Lab/Week - 0
- Decimals	Credit - 5
- Percents	
- Ratio/Proportion	
- Measurement/Conversions	
- Exponents and Radicals	
- Geometric and Technical Formulas	

Prerequisite: Program admission level math competency

APPLIANCE SERVICING

PSY 100 - INTERPERSONAL RELATIONS AND PROFESSIONAL DEVELOPMENT

Provides a study of human relations and professional development in today's rapidly changing world that prepares students for living and working in a complex society. Topics include: personal skills required for an understanding of self and others; projecting a professional image; job acquisition skills such as conducting a job search, interviewing techniques, job application, and resume preparation; desirable job performance skills; and desirable attitudes necessary for job retention and advancement.

Competency Areas	Hours
- Human Relations Skills	Class/Week - 3
- Job Acquisition Skills	Lab/Week - 0
- Job Retention Skills	Credit - 3
- Job Advancement Skills	
- Professional Image Skills	

Prerequisite: Provisional admission

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Appliance Servicing program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Appliance Servicing program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Appliance Servicing program students to exempt courses in which they are competent.

The Appliance Servicing program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Appliance Servicing program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P]
and prerequisites/corequisites are indicated by [P/C].)

Courses			Sequence
ACT	100	Refrigeration Fundamentals	[P] Provisional admission
ACT	103	Electrical Fundamentals	[P] Provisional admission
ACT	104	Electric Motors	[P/C] ACT 103
APS	100	Appliance Controls Fundamentals	[P/C] ACT 103
APS	101	Laundry Appliances I	[P/C] ACT 103
APS	102	Laundry Appliances II	[P] APS 101

APPLIANCE SERVICING

APS	103	Kitchen Appliances I	[P/C] ACT 103
APS	104	Kitchen Appliances II	[P] APS 103
APS	105	Refrigeration Appliances I	[P] ACT 104
APS	106	Refrigeration Appliances II	[P] APS 105
APS	107	Microwave Ovens	[P] ACT 103, ACT 104 and program admission
APS	108	Household Appliance Servicing Occupation-Based Instruction	[P] APS 107
CNS	101	Consumer Education	[P] Program admission
ELT	101	Safety	[P] Provisional admission
ENG	100	English	[P] Program admission level English and reading competency
MAT	100	Basic Mathematics	[P] Program admission level math competency
PSY	100	Interpersonal Relations and Professional Development	[P] Provisional admission

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Appliance Servicing program.

Explanatory Comment

Appliance Servicing program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Appliance Servicing program and elective course work is included in the requirements for program graduation.

APPLIANCE SERVICING

PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Appliance Servicing program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Appliance Servicing program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Appliance Servicing program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

APPLIANCE SERVICING

PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Appliance Servicing program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Appliance Servicing program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Appliance Servicing program evaluation is developed and implemented by the administration of the institution, the program faculty, and the program advisory committee. Formal evaluation of the Appliance Servicing program is conducted and documented annually.

The Appliance Servicing program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Appliance Servicing program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Appliance Servicing program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Appliance Servicing program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

APPLIANCE SERVICING

The Appliance Servicing program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Appliance Servicing program evaluation results are used to plan program improvements.

APPLIANCE SERVICING

PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Appliance Servicing program.

Explanatory Comment

The Appliance Servicing program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Appliance Servicing program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

An Appliance Servicing program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Appliance Servicing program is conducted and documented annually.

The Appliance Servicing program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Appliance Servicing program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Appliance Servicing program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Appliance Servicing program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

APPLIANCE SERVICING

The Appliance Servicing program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

APPLIANCE SERVICING

PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Appliance Servicing program is conducted.

Explanatory Comment

Acceptable Appliance Servicing program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Appliance Servicing program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Appliance Servicing program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Appliance Servicing program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

Standard Number:
45-04-04

APPLIANCE SERVICING

PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Appliance Servicing program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Appliance Servicing program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Appliance Servicing program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

APPLIANCE SERVICING

PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Appliance Servicing program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Appliance Servicing program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Appliance Servicing program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Appliance Servicing course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each Appliance Servicing course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Appliance Servicing course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Appliance Servicing course is consistent with established program goals and objectives.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Appliance Servicing program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Appliance Servicing program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Evaluative Criteria

The objectives of each Appliance Servicing course are derived from established program objectives.

Appliance Servicing course outlines and lesson plans are based on course objectives.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Appliance Servicing course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Appliance Servicing classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Appliance Servicing program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Appliance Servicing program faculty as part of the instructional process.

Desirable employability skills are integrated into Appliance Servicing course instruction and are modeled by the instructor.

Academic skills are integrated into Appliance Servicing course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Appliance Servicing course.

APPLIANCE SERVICING

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Appliance Servicing program faculty.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Appliance Servicing program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is an Appliance Servicing program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Appliance Servicing program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

Standard Number:
45-05-05

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Appliance Servicing program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Appliance Servicing program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Appliance Servicing program develops, implements, and disseminates a written system for evaluation of students.

The Appliance Servicing program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Appliance Servicing program system for evaluation of students requires use of competency-based measures of student performance.

The Appliance Servicing program system for evaluation of students requires use of both formative and summative evaluation.

The Appliance Servicing program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Appliance Servicing program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Appliance Servicing program system for evaluation of students is reviewed annually and revised, as necessary.

Standard Number:
45-05-06

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Appliance Servicing program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Appliance Servicing program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Appliance Servicing program.

The grading system of the Appliance Servicing program is used to promote student awareness of learning progress.

The grading system of the Appliance Servicing program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Appliance Servicing program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Appliance Servicing program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Appliance Servicing program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Appliance Servicing program is evaluated annually by the program faculty and revised, as needed.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Appliance Servicing program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Appliance Servicing program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Appliance Servicing program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Appliance Servicing program laboratory management procedure.

The Appliance Servicing program laboratory management system is consistent with the goals and objectives of the program.

The Appliance Servicing program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Appliance Servicing program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, integrates safety into all laboratory instruction, establishes required safety tests, and requires that eye protection be worn in the laboratory in accordance with safety rules.

The Appliance Servicing program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Live Work)

Standard Statement

The faculty of each Appliance Servicing program that includes live work as part of its curriculum develops and implements a written live work system.

Explanatory Comment

Live work is a vital component of many occupational/technical programs and is integrated into the curriculum where specific courses require laboratory experience.

Evaluative Criteria

The faculty of each Appliance Servicing program that includes live work as part of its curriculum develops and implements a written live work system.

Information about the live work system of the Appliance Servicing program is made available to the entire institution.

The live work system supports and enhances the course curricula. Live work does not replace or interrupt essential course content or sequence and seeks to avoid conflict with community businesses.

The live work system is consistent with the philosophy, purpose, goals, and objectives of the Appliance Servicing program.

The live work system details methods for publicizing services, handling customer relations, accounting, assigning work, documenting work, and/or other needed functions.

The live work system is developed by the Appliance Servicing program faculty using input from students when possible.

The live work system conforms to institutional regulations and is approved by the administration of the institution.

The live work system conforms to the live work policy of the Georgia Board of Technical and Adult Education.

APPLIANCE SERVICING

The live work system is evaluated annually by the faculty of each Appliance Servicing program and revised, as needed.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Appliance Servicing program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Appliance Servicing program.

Students in the Appliance Servicing program are helped to develop transferable occupational skills by using instructional equipment, tools, materials, and supplies that are comparable to those currently used in the occupational field. Tools and equipment reflect industry quality standards.

The furnishings, equipment, supplies, and materials used in the Appliance Servicing program meet or exceed applicable local, state, and federal health and safety standards.

The Appliance Servicing program makes provisions to ensure that all health and safety equipment, machine guards, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Appliance Servicing program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Appliance Servicing program are available throughout each program area.

Appliance Servicing program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

APPLIANCE SERVICING

The Appliance Servicing program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Appliance Servicing program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

APPLIANCE SERVICING

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Appliance Servicing program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Appliance Servicing program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Appliance Servicing program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Appliance Servicing program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Appliance Servicing program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Appliance Servicing program on the basis of instructional needs.

The Appliance Servicing program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Appliance Servicing program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Appliance Servicing program needs.

APPLIANCE SERVICING

The facilities for the Appliance Servicing program are maintained regularly and operated effectively and cost efficiently.

The Appliance Servicing program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

APPLIANCE SERVICING

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Appliance Servicing program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assist students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Appliance Servicing program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Appliance Servicing program courses.

The Appliance Servicing program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

APPLIANCE SERVICING

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Appliance Servicing program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The faculty of the Appliance Servicing program ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

The faculty of the Appliance Servicing program utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The faculty of the Appliance Servicing program assists in providing student employment information to the job placement office.

The faculty of the Appliance Servicing program encourages and guides students in preparing occupationally appropriate job acquisition materials such as applications, resumes, letters of reference, work histories, course descriptions or outlines, transcripts, and other related information.

APPLIANCE SERVICING

The media collection includes multi-media employability information appropriate for classroom and individual student use.

Standard Number:
45-07-02

APPLIANCE SERVICING

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention and advancement competency areas are integrated into the curriculum of the Appliance Servicing program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

The faculty of the Appliance Servicing program ensures that job retention and advancement competency areas are included in the curriculum.

The Appliance Servicing program curriculum stresses professional job performance required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) knowledge of occupational and academic skills;
b) quality work standards;
c) productivity;
d) communication skills;
e) punctuality;
f) problem solving skills;
g) interpersonal skills;
h) confidentiality; and
i) knowledge of the career ladder.

APPLIANCE SERVICING

The Appliance Servicing program curriculum stresses professional attitudes required for maintaining and advancing in a job including, but not limited to, demonstration of:

a) cooperativeness;
b) responsibility;
c) self-control;
d) adaptability;
e) integrity; and
f) helpfulness.

The Appliance Servicing program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Appliance Servicing program faculty assists in providing student employment information to the job placement office.

Standard Number:
45-08-01

APPLIANCE SERVICING

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Appliance Servicing program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Appliance Servicing program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Appliance Servicing program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Appliance Servicing program use annual staff development opportunities to assure achievement of occupational and instructional competency.

APPLIANCE SERVICING

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Appliance Servicing program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Appliance Servicing program and businesses and industries served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Appliance Servicing program advisory committee assists with developing short-range and long-range plans.

The Appliance Servicing program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Appliance Servicing program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Appliance Servicing program advisory committee supports the program through public relations activities.

The Appliance Servicing program advisory committee makes recommendations regarding the design and use of physical facilities.

The Appliance Servicing program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Appliance Servicing program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and industrial support of the program.

APPLIANCE SERVICING

The Appliance Servicing program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

The Appliance Servicing program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

APPLIANCE SERVICING

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Appliance Servicing program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Appliance Servicing program advisory committee is composed primarily of persons in the industry served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Appliance Servicing program, in cooperation with the administration of the institution, selects the advisory committee.

The Appliance Servicing program advisory committee includes a cross-section of representatives from program-related businesses and industries.

The Appliance Servicing program advisory committee includes program-related business and industry representatives who have varying occupational positions.

The Appliance Servicing program advisory committee includes faculty as ex officio members.

The Appliance Servicing program advisory committee is composed of a minimum of five members.

The Appliance Servicing program advisory committee maintains a base of experienced members while acquiring new members.

The Appliance Servicing program advisory committee members are recognized for their dedication and effort to improve the quality of education.

APPLIANCE SERVICING

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Appliance Servicing program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Appliance Servicing programs.

Evaluative Criteria

The Appliance Servicing program advisory committee has an annual program of work on file.

The Appliance Servicing program advisory committee meets a minimum of two times annually on a scheduled basis.

The Appliance Servicing program advisory committee elects officers, including a chairperson and a secretary.

The Appliance Servicing program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Appliance Servicing program advisory committee assists program faculty in developing the agenda for each meeting.

The Appliance Servicing program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Appliance Servicing program advisory committee member prior to each meeting.

The Appliance Servicing program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

The Appliance Servicing program advisory committee members are invited to make periodic classroom visits to the institution.

APPLIANCE SERVICING

The Appliance Servicing program advisory committee has a quorum present to conduct business.

Standard Number:
45-10-01

APPLIANCE SERVICING

SPECIAL NEEDS
(Commitment)

Standard Statement

The Appliance Servicing program is committed to providing technical education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Appliance Servicing program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Appliance Servicing program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Appliance Servicing program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Appliance Servicing program.

Appliance Servicing program faculty are prepared, through staff development education, to provide assistance for students with special needs.

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

APPLIANCE SERVICING

Course objectives within the Appliance Servicing program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

Standard Number:
45-11-01

APPLIANCE SERVICING

EQUITY
(Commitment)

Standard Statement

The Appliance Servicing program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Appliance Servicing program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Appliance Servicing program.

APPLIANCE SERVICING

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Appliance Servicing program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Appliance Servicing program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Appliance Servicing program.

The Georgia Board of Technical and Adult Education does not discriminate
on the basis of age, sex, race, color, religion, national origin, or handicap
in its educational programs, activities, or employment policies.